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ABSTRACT

This publication consists of the main and mini reports for Missouri's Show-Me Standards and vocational education competencies for health occupations. This database documents the common ground between academic skills and vocational competencies. Both components of the Show-Me Standards--knowledge (content) and performance (process)--have been cross-referenced to the vocational competency lists included in this database. Both reports begin with terms and definitions, competency lists available, and table of contents to activities available in all areas. The main report then provides the cross reference to the show-me standards for the following: dental aide; health care assistant; and nurse assistant/aide. The duty band and task statement are correlated to knowledge and performance as well as academic skills: math, communication arts, science, social studies, health/physical education, and fine arts. All are identified by letters and/or numbers. The mini report's cross-reference to Show-Me Standards uses words in its correlation of duty bands and task statements to knowledge (content) and performance (goals). Duty bands, task statements, knowledge, and performance are presented in statement format. (YLB)

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ED 421 649

Health Occupations
Missouri's Show-Me Standards and Vocational Education Competencies
Cross Reference
Main Report
Mini Report

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65-1005-I
Main Report

Missouri's Show-Me Standards and Vocational Education Competencies

Cross Reference

Main Report
September 1997

HEALTH OCCUPATIONS

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Foreword

This database documents the common ground that has existed for years between academic skills and vocational competencies. It is intended to be ***"a model,"*** not ***"the model,"*** of how vocational and academic educators can work together to strengthen foundation skills needed by students in K-12 grades.

Both components of the Show-Me Standards--knowledge (content) and performance (process)--have been cross-referenced to the vocational competency lists included in this database, as have many Curriculum Frameworks statements.

Because most vocational program are taught in the 9-12th grade levels, suggested academic knowledge and performance skills (Curriculum Frameworks) for **grades 9-12** have been used for this pilot project The only exception is the Exploratory Family and Consumer Sciences course, which is taught in middle and junior high grades, and is therefore, cross-referenced to grades 5-8 Curriculum Frameworks.

Sample activities have been developed for most competency lists, also. The writers of these activities used the crosswalk information to develop actual, "real world" classroom activities that teach/reinforce academic *and* vocational concepts.

This project is intended to provide a **starting point** for school districts working on integrating academic and vocational skills, so customization of the crosswalk is highly encouraged. Both printed and electronic versions of the information are available from the Instructional Materials Laboratory. (See previous page for address and ordering information.) Initial data entry has been done in Microsoft *Access 2.0*.

Credits

This project, which was called "Vocational 21st Century Curriculum" during the development stage, has taken the dedication of **many individuals** to bring it this far. Without the following individual contributors, this work could not have been accomplished.

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Milton Moore, (IE) Drafting
Stanley Moore, (IE) Building Trades
Barbara Mountjoy, (IE-HO) Health Care Assistant
Neil Preston, (IE) Electronics
Calvin Pyle, (AG) Ag Management
Tyne Rabourn, (BE) Business and Personal Law
Donna Robart, (BE) Business Communications
Mary Kay Robinson, (FACS) Custom Sewing; Industrial Sewing; Fashion Merchandising
Paul Santaularia, (IE) Culinary Arts
Sam Schulte, (IE) Auto Collision Technology
Amy Schupp, (BE) Mathematics in Business
James Scott, (IE) Commercial Art
Pat See, (IE) Cosmetology
Linda Siess, (IE) Cosmetology
Garry Sloan, (IE) Building Maintenance
Brenda Smith, (FACS) Family/Consumer Resource Management
Mike Smith, (IE) Auto Collision Technology
Teresa Stark, (IE) Culinary Arts
Marie Toms, (BE) Business Technology
Carolyn Vargas, (BE) Introduction to Business
Peggy White, Communication Arts
Dean Whitlow, (IE) Industrial Maintenance
Gay Wieland, (FACS) Family and Consumer Sciences; Exploratory FACS
Del Winston, (IE) AC/Heating & Refrigeration
Rick Witt, (ME) Marketing Education

Key to codes:
AG = Agriculture Education, BE = Business Education, FACS = Family and Consumer Science Education, ME = Marketing Education, IE = Industrial Education, IE-HO = Health Occupations

Terms and Definitions

Like any other project, this one has its own language. Here's an explanation of the basic terms:

Framework: A state document that articulates benchmark statements for all grade ranges in six disciplines: communication arts, fine arts (comprised of dance, music, theatre and visual arts), health education/physical education, mathematics, science and social studies. Some disciplines address content statements (*to know*), others process statements (*to do*) and some do both. By examining the three-column landscape layout of each discipline, you can tell if there is a direct correlation between a *to know* and a *to do* statement (e.g., communication arts). The benchmark lists *to know* statements in the far left column, *to do* statements in the middle and offers sample activities in the far right column.

Outstanding Schools Act: This is the law that announced Missouri's Show-Me Standards and set the process in motion for creating the framework. The Act promotes higher standards in students' knowledge and performance.

Show-Me Standards: The Standards define what all Missouri students should know and be able to do upon graduation. It is divided into four performance goals and six knowledge standards. Because these Standards (73 total) have the force of law, all school districts must incorporate them into their curriculum.

Strand: Strands are general statements, written in Roman numerals, that organize each discipline within the framework (e.g., Problem Solving, Communication, Reasoning, Connections, etc.)

Competency List (August 5, 1997)

Agricultural Education

1. Adv. Crop Production
Adv. Livestock Production
Agribusiness
2. Agricultural Construction
3. Agricultural Machinery
4. Agricultural Management and Economics
5. Agricultural Marketing
6. Agricultural Power I
7. Agricultural Power II
8. Agricultural Science I
9. Agricultural Science I Supplement
10. Agricultural Science II
11. Agricultural Structures I
12. Agricultural Structures II
13. Animal Science
14. Fish and Wildlife Mgmt.
15. Floristry
16. Forest Mgmt.
17. Food Science and Technology
18. Greenhouse Operation and Mgmt.
19. Horticulture
20. Landscaping and Turf Mgmt.
• Leadership I and II
• Leadership and Personal Development for Advanced Students
21. Processing and Marketing Forest Products
• SAE (Supervised Agri. Experience) Program

Business Education

22. Accounting I
23. Accounting II
24. Business and Personal Law
25. Business Communications
26. Business Economics
27. Business Management
28. Business Technology
29. Computer Business Applications
★ Computer Programming
30. International Business
31. Introduction to Business
32. Keyboarding and Keyboard Applications
33. Mathematics in Business

Family and Consumer Sciences Education

34. Child Care Provider/Assistant
35. Child Development, Care and Guidance
36. Clothing and Textiles, Intermediate
37. Clothing and Textiles, Advanced
38. Contemporary Living
39. Core Employment Skills
40. Custom Sewing
41. Exploratory FACS
• FACS Leadership, Change, Careers
42. Family and Consumer Sciences
43. Family/Consumer Resource Management
44. Family/Individual Health
45. Family Living and Parenthood
46. Fashion/Fabric Consultant
★ Food and Nutrition - Interm. and Adv.
47. Food Service Worker
★ Home Ec I and II
★ Home Management
48. Housing, Home Furnishings and Equipment
49. Industrial Sewing
50. Nutrition and Wellness

Industrial Education

51. AC, Heating and Refrigeration
52. Auto Technology
53. Auto Collision Technology
54. Building Maintenance
55. Cabinetmaking
56. Carpentry
57. Commercial Art
58. Cosmetology
59. Culinary Arts
60. Diesel Mechanic
61. Drafting
62. Electrical Trades
63. Electronics
64. Graphic Communications/Printing
65. Industrial Maintenance
• Leadership (VICA)
66. Machine Tool Technology
67. Masonry
68. Plumbing
69. Small Engines
70. Welding

Health Occupations

Administrative Med. Asst.
71. Dental Aide
72. Health Care Assistant (core competencies)
73. Nurse Assistant/Aide
Pharmacy Aide
Physical Therapist Aide
Practical Nursing

Marketing Education

Cooperative Vocational Education
Entrepreneurship
Free Enterprise
74. Marketing Education
Supervisory Management

★ = Obsolete

= By design, not included in crosswalk/database project

• = "Across-the-board" competencies

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Developing Cost Estimates	Landscaping and Turf Management (1994)	Harry Bertrand, Jr.	AG-10
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Processing Payroll	Accounting I (1991)	Gay Holman	BE-1
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Activity Title	Competency Profile(s)	Author(s)	Page
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NOTE: The code in parentheses is the competency identification number used in computerized management systems.

Dental Aide

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
A.1		2.3 4.6		CA / IV.. / 9-12 / 1 / b			HP / IV.B / 9-12 / 3 / b	
A.2	HP.1 HP.5	4.8					HP / I.A / 9-12 / 1 / a	
A.3	HP.1	4.8					HP / I.A / 9-12 / 1 / a	
A.4		4.4						
B.1	CA.4	1.10 4.8		CA / I.. / 9-12 / 1 / b CA / I.. / 9-12 / 3 / b				
B.2	CA.1	4.4 4.8		CA / I.. / 9-12 / 6 / a CA / I.. / 9-12 / 6 / c CA / I.. / 9-12 / 6 / d				
B.3	CA.1	4.4 4.8		CA / I.. / 9-12 / 6 / a CA / I.. / 9-12 / 6 / c CA / I.. / 9-12 / 6 / d				
B.4	CA.1	2.2 4.8		CA / II.. / 9-12 / 6 / a				
B.5		2.6 4.8		CA / II.. / 9-12 / 6 / a				
B.6	CA.1 CA.7	2.3 2.6 4.8		CA / II.. / 9-12 / 3 / c CA / III.. / 9-12 / 1 / a				
B.7	CA.1	3.6 4.8		CA / II.. / 9-12 / 3 / c CA / III.. / 9-12 / 1 / a CA / III.. / 9-12 / 1 / j				
B.8	CA.1	2.3 3.6 4.8		CA / II.. / 9-12 / 3 / c CA / III.. / 9-12 / 1 / b CA / IV.. / 9-12 / 1 / d				
C.1	HP.3	1.10 4.7					HP / III.A / 9-12 / 1 / a	
C.2		1.10 4.7					HP / III.A / 9-12 / 1 / a	

KEY: * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

Competency Profile Date: 1995

Dental Aide

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
C.3		1.10 4.7					HP / III.A / 9-12 / 1 / a	
C.4		1.10 4.7					HP / III.A / 9-12 / 1 / a	
C.5		1.10 4.7					HP / III.A / 9-12 / 1 / a	
C.6		1.10 4.7					HP / III.A / 9-12 / 1 / a	
C.7		1.10 4.7					HP / III.A / 9-12 / 1 / a	
C.8		1.10 4.7					HP / III.A / 9-12 / 1 / a	
C.9		1.10 4.7					HP / III.A / 9-12 / 1 / a	
C.10		1.10 4.7					HP / V.B / 9-12 / 1 / a	
C.11		1.10 4.7					HP / V.B / 9-12 / 1 / a	
D.1	HP.1	1.4 1.10					HP / I.A / 9-12 / 3 / a	
D.2	HP.1	1.4 1.10					HP / I.A / 9-12 / 3 / a	
D.3	HP.1	1.4 1.10					HP / I.A / 9-12 / 3 / a	
D.4	HP.1	1.4 1.10					HP / I.A / 9-12 / 3 / a	
D.5	HP.3	1.10 4.7		CA / L. / 9-12 / 6 / a CA / L. / 9-12 / 6 / c CA / L. / 9-12 / 6 / d				
E.1		1.10 2.6		CA / L. / 9-12 / 98 / #				
E.2		1.10		CA / L. / 9-12 / 98 / #				

KEY: * = may use all "to do" statements
98 = same Frameworks as previous competency
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Competency Profile Date: 1995

Dental Aide

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		2.6						
E.3		1.10		CA / L. / 9-12 / 98 / #				
		2.6						
E.4	CA.1	4.7		CA / L. / 9-12 / 98 / #				
		4.8						
E.5	CA.1	4.7		CA / L. / 9-12 / 98 / #				
		4.8						
E.6	CA.1	4.7		CA / L. / 9-12 / 98 / #				
		4.8						
E.7	CA.1	4.7		CA / L. / 9-12 / 98 / #				
		4.8						
E.8	CA.1	4.7		CA / L. / 9-12 / 98 / #				
		4.8						
E.9	CA.1	4.7		CA / L. / 9-12 / 98 / #				
		4.8						
F.1	CA.1	4.7		CA / L. / 9-12 / 98 / #				
		4.8						
F.2	CA.1	4.7		CA / L. / 9-12 / 98 / #				
		4.8						
F.3	CA.1	4.7		CA / L. / 9-12 / 98 / #				
		4.8						
F.4	CA.1	4.7		CA / L. / 9-12 / 98 / #				
		4.8						
F.5	CA.1	4.7		CA / L. / 9-12 / 98 / #				
		4.8						
F.6	HP.3	4.7					HP / III.A / 9-12 / 1 / a	
		4.8						
G.1	HP.3	4.7		CA / L. / 9-12 / 6 / a				
		4.8		CA / L. / 9-12 / 6 / c				
				CA / L. / 9-12 / 6 / d				
G.2	HP.3	4.7		CA / L. / 9-12 / 98 / #				
		4.8						

KEY: * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

Competency Profile Date: 1995

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Dental Aide

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
G.3		4.7					HP / V.B / 9-12 / 1 / a	
		4.8						
G.4		4.7		CA / L. / 9-12 / 6 / a				
		4.8		CA / L. / 9-12 / 6 / c				
				CA / L. / 9-12 / 6 / d				
G.5		4.7		CA / L. / 9-12 / 98 / #				
		4.8						

KEY: * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

Competency Profile Date: 1995

NOTE: The code in parentheses is the competency identification number used in computerized management systems.

Health Care Assistant

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
A.1	HP.6	1.4	MA / I.. / 5-8 / 1 / *	CA / I.. / 9-12 / 2 / a		SS / I.B / 9-12 / 4 / e	HP / I.A / 9-12 / 3 / a	FA / II.D / 9-12 / 1 / a
	SS.4	1.6	MA / I.. / 9-12 / 1 / a	CA / I.. / 9-12 / 2 / b		SS / II.B / 9-12 / 1 / b	HP / I.A / 9-12 / 4 / a	
	SS.6	1.8		CA / I.. / 9-12 / 2 / c		SS / II.B / 9-12 / 99 / *	HP / I.A / 9-12 / 4 / a	
		3.1		CA / I.. / 9-12 / 3 / f		SS / III.A / 9-12 / 1 / i	HP / I.B / 9-12 / 1 / a	
		3.5		CA / II.. / 9-12 / 6 / a		SS / III.B / 9-12 / 5 / i	HP / I.B / 9-12 / 1 / a	
							HP / I.B / 9-12 / 1 / a	
							HP / I.B / 9-12 / 2 / a	
							HP / I.B / 9-12 / 2 / a	
							HP / I.B / 9-12 / 2 / a	
							HP / I.B / 9-12 / 3 / a	
							HP / I.B / 9-12 / 4 / a	
							HP / II.B / 9-12 / 1 / a	
							HP / II.B / 9-12 / 2 / a	
							HP / II.B / 9-12 / 3 / a	
							HP / II.B / 9-12 / 4 / a	
							HP / II.B / 9-12 / 5 / a	
							HP / II.B / 9-12 / 6 / a	
							HP / II.B / 9-12 / 7 / a	
							HP / II.B / 9-12 / 8 / a	
							HP / II.C / 9-12 / 1 / a	
							HP / II.C / 9-12 / 1 / b	
							HP / II.C / 9-12 / 2 / a	
							HP / II.C / 9-12 / 3 / a	
							HP / II.D / 9-12 / 1 / a	
							HP / II.D / 9-12 / 1 / b	
							HP / III.A / 9-12 / 1 / a	
							HP / III.A / 9-12 / 2 / a	
							HP / III.A / 9-12 / 3 / a	
							HP / III.A / 9-12 / 4 / *	
							HP / III.A / 9-12 / 5 / a	
							HP / III.A / 9-12 / 5 / b	
							HP / III.A / 9-12 / 8 / a	
							HP / III.A / 9-12 / 9 / a	
							HP / III.A / 9-12 / 10 / a	

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Competency Profile Date: 1994

Health Care Assistant

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
							HP / III.A / 9-12 / 11 / a	
							HP / III.A / 9-12 / 12 / a	
							HP / III.B / 9-12 / 1 / a	
							HP / III.B / 9-12 / 1 / b	
							HP / III.B / 9-12 / 2 / a	
							HP / III.B / 9-12 / 2 / b	
							HP / III.B / 9-12 / 3 / a	
							HP / III.B / 9-12 / 4 / *	
							HP / III.B / 9-12 / 5 / a	
							HP / III.C / 9-12 / 1 / a	
							HP / III.C / 9-12 / 2 / a	
							HP / III.C / 9-12 / 3 / a	
							HP / III.C / 9-12 / 4 / a	
							HP / III.C / 9-12 / 5 / a	
							HP / III.D / 9-12 / 1 / a	
							HP / III.D / 9-12 / 1 / b	
							HP / III.D / 9-12 / 2 / a	
							HP / III.D / 9-12 / 2 / b	
							HP / IV.B / 9-12 / 1 / a	
							HP / IV.B / 9-12 / 1 / b	
							HP / IV.B / 9-12 / 2 / a	
							HP / IV.B / 9-12 / 2 / b	
							HP / IV.B / 9-12 / 3 / a	
							HP / IV.B / 9-12 / 3 / b	
							HP / IV.B / 9-12 / 3 / c	
							HP / IV.C / 9-12 / 2 / a	
							HP / IV.C / 9-12 / 2 / b	
							HP / IV.C / 9-12 / 3 / a	
							HP / V.A / 9-12 / 1 / a	
							HP / V.A / 9-12 / 2 / a	
							HP / V.A / 9-12 / 3 / a	
							HP / V.A / 9-12 / 3 / b	
							HP / V.A / 9-12 / 4 / a	
							HP / V.B / 9-12 / 1 / a	
							HP / V.B / 9-12 / 1 / b	

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Health Care Assistant

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
							HP / V.B / 9-12 / 1 / b	
							HP / V.B / 9-12 / 2 / a	
							HP / V.C / 9-12 / 1 / a	
							HP / V.C / 9-12 / 1 / b	
							HP / V.C / 9-12 / 2 / a	
							HP / V.C / 9-12 / 2 / b	
A.2	CA.1	1.2	MA / IV.. / 9-12 / 1 / *	CA / I.. / 9-12 / 6 / c		SS / II.C / 9-12 / 6 / k	HP / I.B / 9-12 / 6 / a	
	CA.4	3.1		CA / II.. / 9-12 / 5 / a		SS / II.C / 9-12 / 6 / m	HP / II.D / 9-12 / 1 / a	
	CA.6	3.2		CA / II.. / 9-12 / 5 / b			HP / II.D / 9-12 / 1 / b	
	CA.7	3.7		CA / II.. / 9-12 / 5 / c			HP / III.A / 9-12 / 11 / a	
	HP.2						HP / III.A / 9-12 / 12 / a	
	HP.4						HP / IV.D / 9-12 / 1 / a	
	SC.2						HP / IV.D / 9-12 / 2 / a	
							HP / V.C / 9-12 / 2 / b	
A.3	CA.7	1.6		CA / I.. / 9-12 / 5 / c		SS / I.A / 9-12 / 6 / l	HP / I.B / 9-12 / 2 / a	
	HP.2	3.6				SS / I.B / 9-12 / 3 / h		
	SS.6	4.3				SS / I.B / 9-12 / 3 / i		
						SS / II.B / 9-12 / 3 / h		
						SS / II.B / 9-12 / 3 / i		
						SS / III.B / 9-12 / 2 / h		
						SS / III.B / 9-12 / 2 / i		
						SS / III.C / 9-12 / 4 / m		
						SS / III.C / 9-12 / 5 / m		
A.4	SS.4	1.10		CA / I.. / 9-12 / 2 / c		SS / II.D / 9-12 / 5 / n	HP / I.B / 9-12 / 5 / a	
	SS.7	2.3				SS / III.B / 9-12 / 2 / f	HP / II.D / 9-12 / 2 / a	
		2.6				SS / III.B / 9-12 / 2 / i		
		3.1				SS / III.D / 9-12 / 1 / i		
		4.8				SS / IV.D / 9-12 / 3 / h		
B.1	CA.7	2.3		CA / I.. / 9-12 / 6 / c				
				CA / II.. / 9-12 / 3 / *				
B.2	CA.1	2.2		CA / II.. / 9-12 / 6 / a				
	CA.7			CA / III.. / 9-12 / 1 / a				
				CA / III.. / 9-12 / 1 / c				
				CA / III.. / 9-12 / 1 / j				

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Competency Profile Date: 1994

Health Care Assistant

. Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
B.3	CA.4	2.2		CA / L. / 9-12 / 5 / c				
	CA.7			CA / L. / 9-12 / 6 / a				
B.4	MA.1	1.10	MA / I.. / 9-12 / 4 / c					
		3.2	MA / IV.. / 9-12 / 2 / c					
C.1	HP.2	1.2					HP / I.B / 9-12 / 3 / a	
	HP.3	1.10					HP / II.B / 9-12 / 4 / a	
	HP.4	3.2					HP / II.B / 9-12 / 5 / a	
	SC.2	3.6					HP / II.B / 9-12 / 6 / a	
							HP / III.A / 9-12 / 1 / a	
							HP / III.A / 9-12 / 7 / a	
							HP / III.A / 9-12 / 9 / a	
							HP / III.A / 9-12 / 9 / b	
							HP / III.A / 9-12 / 12 / a	
							HP / III.B / 9-12 / 3 / a	
							HP / III.B / 9-12 / 3 / b	
							HP / IV.D / 9-12 / 1 / a	
							HP / IV.D / 9-12 / 1 / b	
							HP / IV.D / 9-12 / 2 / a	
							HP / IV.D / 9-12 / 3 / a	
							HP / V.C / 9-12 / 2 / a	
							HP / V.C / 9-12 / 2 / b	
C.2								
C.3								
D.1	HP.3	1.4			SC / VII.A / 9-12 / 1 / a		HP / III.A / 9-12 / 1 / a	
	SC.3	4.2			SC / VII.A / 9-12 / 3 / a			
D.2	HP.3						HP / III.A / 9-12 / 9 / a	
	SC.7							
D.3	HP.3						HP / III.A / 9-12 / 9 / b	
	SC.7						HP / III.A / 9-12 / 11 / a	
							HP / III.A / 9-12 / 12 / a	
E.1	CA.3	1.5						
	CA.4							
E.2	CA.3	1.5			SC / VII.A / 9-12 / 1 / a			

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Competency Profile Date: 1994

Health Care Assistant

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	CA.4				SC / VII.A / 9-12 / 2 / a SC / VII.A / 9-12 / 3 / a SC / VII.D / 9-12 / 1 / a SC / VII.D / 9-12 / 5 / a			
E.3	CA.3 CA.4	1.5						
E.4	CA.3 CA.4 HP.1	1.5					HP / I.A / 9-12 / 1 / a HP / I.A / 9-12 / 2 / a HP / II.A / 9-12 / 3 / a	
E.5	CA.3 CA.4	1.5						
E.6	CA.3 CA.4	1.5					HP / I.A / 9-12 / 1 / a HP / I.A / 9-12 / 2 / a HP / I.A / 9-12 / 3 / a	
E.7	HP.2 HP.6	1.5					HP / II.B / 9-12 / 1 / a HP / II.B / 9-12 / 2 / a HP / II.B / 9-12 / 3 / a HP / II.B / 9-12 / 4 / a HP / II.B / 9-12 / 5 / a HP / II.B / 9-12 / 6 / a HP / II.B / 9-12 / 7 / a HP / II.B / 9-12 / 8 / a	
E.8	HP.4	1.6 3.5					HP / IV.D / 9-12 / 1 / a HP / IV.D / 9-12 / 1 / b	
E.9	CA.3 CA.4						HP / I.A / 9-12 / 1 / a HP / I.A / 9-12 / 2 / a HP / I.A / 9-12 / 3 / a	
E.10	CA.3 CA.4	1.6						
E.11	CA.3 CA.4 HP.1	1.6					HP / I.A / 9-12 / 1 / a HP / I.A / 9-12 / 2 / a HP / I.A / 9-12 / 3 / a	
E.12	CA.3	1.6						

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Health Care Assistant

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	CA.4							
E.13	CA.3	1.6					HP / I.A / 9-12 / 1 / a	
	CA.4						HP / I.A / 9-12 / 2 / a	
	HP.1						HP / I.A / 9-12 / 3 / a	
E.14	CA.3	1.6						
	CA.4							
E.15	CA.3	1.6					HP / I.A / 9-12 / 1 / a	
	CA.4						HP / I.A / 9-12 / 2 / a	
	HP.1						HP / I.A / 9-12 / 3 / a	
E.16	CA.3	1.6						
	CA.4							
E.17	CA.3	1.6					HP / I.A / 9-12 / 1 / a	
	CA.4						HP / I.A / 9-12 / 2 / a	
	HP.1						HP / I.A / 9-12 / 3 / a	
E.18	CA.3	1.6						
	CA.4							
E.19	CA.3	1.6					HP / I.A / 9-12 / 1 / a	
	CA.4						HP / I.A / 9-12 / 2 / a	
	HP.1						HP / I.A / 9-12 / 3 / a	
E.20	CA.3	1.6						
	CA.4							
E.21	CA.3	1.6					HP / I.A / 9-12 / 1 / a	
	CA.4						HP / I.A / 9-12 / 2 / a	
	HP.1						HP / I.A / 9-12 / 3 / a	
E.22	CA.3	1.6						
	CA.4							
E.23	CA.3	1.6					HP / I.A / 9-12 / 1 / a	
	CA.4						HP / I.A / 9-12 / 2 / a	
	HP.1						HP / I.A / 9-12 / 3 / a	
F.1	SS.6	1.2				SS / I.B / 9-12 / 4 / i	HP / II.A / 9-12 / 6 / a	
						SS / I.B / 9-12 / 5 / *		
						SS / II.B / 9-12 / 1 / b		

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Competency Profile Date: 1994

Health Care Assistant

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
						SS / II.E / 9-12 / 3 / i		
F.2	SS.3	1.5						
	SS.6	1.8						
F.3	CA.1	2.3		CA / II... / 9-12 / 3 / c				
F.4	CA.1	1.5				SS / I.B / 9-12 / 5 / *		
	SS.6					SS / II.B / 9-12 / 1 / i		
G.1	SC.8	1.2	MA / VII... / 9-12 / 5 / *		SC / II.B / 9-12 / 2 / a			
		4.1						
G.2	HP.7	3.1					HP / III.B / 9-12 / 3 / a	
							HP / V.C / 9-12 / 2 / b	
G.3	HP.1	1.5					HP / I.A / 9-12 / 2 / a	
	HP.2	3.1						
		3.2						

Nurse Assistant/Aide

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
A.1	CA.4 CA.5	1.5					HP / II.A / 9-12 / 6 / a	
B.1	HP.7	1.5					HP / III.B / 9-12 / 4 / a	
B.2	HP.7	1.5					HP / III.B / 9-12 / 4 / a	
B.3	HP.3	1.2					HP / III.B / 9-12 / 4 / a	
B.4	HP.3	1.5 3.2					HP / III.A / 9-12 / 1 / a	
B.5	HP.3	1.5 3.2					HP / III.A / 9-12 / 1 / a	
B.6	HP.3	1.5 3.2					HP / III.A / 9-12 / 1 / a	
C.1	HP.3	1.5 3.2					HP / III.A / 9-12 / 1 / a	
C.2	HP.3	1.5					HP / III.A / 9-12 / 1 / a	
C.3		3.2	MA / I. / 9-12 / 4 / c					
D.1								
D.2								
D.3								
D.4								
D.5								
D.6								
D.7								
D.8								
D.9								
D.10								
D.11								
D.12								

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Competency Profile Date: 1995

Nurse Assistant/Aide

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
D.13								
D.14								
D.15								
D.16								
D.17								
D.18								
D.19								
D.20								
E.1								
E.2								
E.3								
E.4								
E.5								
E.6								
F.1	HP.4	1.6						
F.2	HP.4	1.6						
F.3	HP.4	1.6						
F.4	HP.4	1.6						
F.5	HP.4	1.6						
F.6	HP.4	1.6						
F.7	HP.4	1.6						
F.8	HP.4	1.6						
F.9	HP.4	1.6						
F.10	HP.4	1.6						
F.11	HP.4	1.6						

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Competency Profile Date: 1995

Nurse Assistant/Aide

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
F.12	HP.4	1.6					HP / IV.D / 9-12 / 1 / a HP / IV.D / 9-12 / 1 / b	
G.1		3.2	MA / I.. / 9-12 / 4 / c					
G.2		3.2	MA / I.. / 9-12 / 4 / c					
G.3		3.2	MA / I.. / 9-12 / 4 / c					
G.4		3.2	MA / I.. / 9-12 / 4 / c					
G.5		3.2	MA / I.. / 9-12 / 4 / c					
G.6		3.2	MA / I.. / 9-12 / 4 / c					
G.7		3.2	MA / I.. / 9-12 / 4 / c					
G.8								
G.9								
G.10								
G.11								
G.12								
H.1								
H.2								
H.3								
H.4								
H.5								
H.6								
H.7	CA.6	2.6		CA / I.. / 9-12 / 6 / a CA / I.. / 9-12 / 6 / c CA / I.. / 9-12 / 6 / d CA / II.. / 9-12 / 3 / b CA / II.. / 9-12 / 3 / c				
H.8	HP.2	4.7						
H.9								

Nurse Assistant/Aide

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
H.10								
H.11	HP.2	4.7					HP / II.D / 9-12 / 1 / a	
H.12	HP.4	3.5					HP / IV.D / 9-12 / 1 / b	
H.13	CA.1	1.5	MA / III.. / 9-12 / 4 / d	CA / I.. / 9-12 / 1 / *				
		1.7	MA / III.. / 9-12 / 5 / d	CA / I.. / 9-12 / 6 / d				
		1.10		CA / II.. / 9-12 / 3 / c				
				CA / II.. / 9-12 / 5 / b				
				CA / II.. / 9-12 / 5 / c				
				CA / II.. / 9-12 / 6 / a				

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Competency Profile Date: 1995

Unit Title: **The Health Care Delivery System**
Competency Profile: Health Care Assistant (Core) (1994)
Instructor(s) name: Barbara Mountjoy
Grade level: 12
Teaching time frame: 2 weeks

Rationale: Describe current characteristics and issues in the health care industry.

Unit description: The health care delivery system

Competencies (Tasks)	Frameworks (To Know and To Do)
A1. Describe the characteristics and issues in the health care industry.	*Communication Arts* **CA/I/9-12/2/a-c** Locate and gather information and ideas. Plan and design methods to collect reliable data for particular purposes and audiences. Generate a list of key words and sources for a research topic. Conduct searches using a variety of technologies and resources. **CA/I/9-12/3/f** Process, organize and evaluate information and ideas. Draw conclusions and form opinions based on data collected. **CA/II/9-12/6/d** Demonstrate proficiency in speaking and writing standard English. Demonstrate increasing fluency in a variety of situations requiring writing and speaking.

Instructional activity name: Debate on Issues in Health Care
Description: Students choose topics related to health care and stage a debate about them.
Materials/resources required: Suggested Topics:
--National Health Care: Should We or Shouldn't We?
--HMOs and PPOs: The Most Effective Economic and Client Care
--Welfare/Medicaid: To Cut or Not to Cut?
--Downsizing in Health care: Necessary or Not?
--Technology: Is It Worth the Expense?

Specific directions for organizing and conducting activity:
1. Each group will select a team captain and divide into pro and con sides. The captain will serve as facilitator.
2. Each group will be responsible for producing a written report indicating the research done to support the pro and con viewpoints.
3. Follow the formal rules of debate. Each student will have an assigned role in both the research and the debate. A student's contribution to the completion of the project will be evaluated by the other group members at the completion of the project.

The health occupations teacher will assist with the research and development of arguments.
The communications (public speaking) teacher will assist with the debate process.

Assessment procedures/criteria:
Evaluation by fellow team members.
Both teachers will evaluate validity of arguments and the participation of each group member.

Missouri's Show-Me Standards and Vocational Education Competencies

Cross Reference

(Mini Report, September 1997)

BEST COPY AVAILABLE

Foreword

This database documents the common ground that has existed for years between academic skills and vocational competencies. It is intended to be ***"a model,"*** not ***"the model,"*** of how vocational and academic educators can work together to strengthen foundation skills needed by students in K-12 grades.

Both components of the Show-Me Standards--knowledge (content) and performance (process)--have been cross-referenced to the vocational competency lists included in this database, as have many Curriculum Frameworks statements.

Because most vocational program are taught in the 9-12th grade levels, suggested academic knowledge and performance skills (Curriculum Frameworks) for **grades 9-12** have been used for this pilot project. The only exception is the Exploratory Family and Consumer Sciences course, which is taught in middle and junior high grades, and is therefore, cross-referenced to grades 5-8 Curriculum Frameworks.

Sample activities have been developed for most competency lists, also. The writers of these activities used the crosswalk information to develop actual, "real world" classroom activities that teach/reinforce academic *and* vocational concepts.

This project is intended to provide a **starting point** for school districts working on integrating academic and vocational skills, so customization of the crosswalk is highly encouraged. Both printed and electronic versions of the information are available from the Instructional Materials Laboratory. (See previous page for address and ordering information.) Initial data entry has been done in Microsoft *Access 2.0*.

Credits

This project, which was called "Vocational 21st Century Curriculum" during the development stage, has taken the dedication of **many individuals** to bring it this far. Without the following individual contributors, this work could not have been accomplished.

Project coordination, Instructional Materials Laboratory, UMC, Columbia, Mo.

Administration/vision

Phyllis Miller, Ph.D., and Harley Schlichting, Ph.D.

Coordination

Diane Davis

Group facilitation

Rich Branton, Diane Davis, Veronica Feilner, Julie Gibbs, Randy Mertens, Beth Meuschke, Phyllis Miller, Dana Tannehill, Becky Tieman

Editing

Rebecca "Becky" Tieman, Stacey Burns

Data entry

Marshall Simmons, Elizabeth "Liz" Savio, Katie Larson

Database design

Brian Glasgow, Electronic Consultations International, Columbia, Mo.

Funding and leadership, Department of Elementary and Secondary Education, Jefferson City, Mo.

Fred Linhardt, Vocational Planning and Evaluation Section

Delbert Lund, Vocational Planning and Evaluation Section

Russ McCampbell, Division of Vocational and Adult Education

Content specialists/activity writers

David Aderhold, (IE) Cabinetmaking
Mary Avery, (FACS) Core Employment Skills; Child Care Provider/Assistant
Francis Barnes, (IE) Auto Collision Technology
Ron Bays, (IE) Machine Tool Technology
Mary Beene, (FACS) Family and Consumer Sciences
Tom Benke, (IE) Commercial Art
Chuck Berendzen, (IE) Drafting
Harry Bertrand, (AG) Landscaping & Turf Management
Arlene Broeker, (BE) Mathematics in Business, International Business
Jane Brown, (ME) Marketing Education
Clara Burson, (FACS) Nutrition and Wellness
Shelley Campbell, Science
Dan Chappell, (AG) Horticulture; Greenhouse Operation & Management; Fish & Wildlife
Prentess Clifton, Sr., (IE) Diesel Mechanic
Ken Conaway, (IE) Graphic Communications/Printing
Linda Crumpacker, Math
Roger Day, (IE) Welding
Pat Dittman, (BE) Business & Personal Law
Robin Ferguson, (IE) Auto Mechanics
Tressia Fox, Social Studies
Pat Garrett, (FACS) Contemporary Living
Ken Garthe, (IE) Electronics
Vicki Garton, (FACS) Clothing & Textiles, Intermediate & Advanced
Michael George, (IE) Plumbing
Sara Gibb, (FACS) Child Development, Care & Guidance
Tim Gill, (IE) Welding
Jim Graham, (AG) Ag Management; Forest Mgmt.; Agribusiness
Nola 'Pinky' Gum, (FACS) Housing, Home Furnishings and Equipment
Joan Hansen, (FACS) Exploratory FACS
Harold Harden, (IE) Auto Collision Technology
Phyllis Hastings, (FACS) Family Living and Parenthood
Diana Henry, (FACS) Industrial Sewing; Custom Sewing; Fashion Merchandising; Clothing & Textiles, Intermediate & Advanced
Raymond Herschleb, (IE) Masonry
Jonathan Hoer, (AG) Ag Science II
Gay Holman, (BE) Business Management; Accounting I and II
Terri Jungers, (BE) Computer Business Applications
Pat LaDuke, (FACS) Family and Individual Health
Sally Lillard, (BE) Business Economics
Mila Lowry, (BE) Business Management; Keyboarding and Keyboarding Applications
Pat McKee, (IE) Electrical Trades
Bob McNary, (AG) Ag. Marketing, Ag. Construction
Jack Miller, (IE) Machine Tool Technology
Milton Moore, (IE) Drafting
Stanley Moore, (IE) Building Trades
Barbara Mountjoy, (IE-HO) Health Care Assistant
Neil Preston, (IE) Electronics
Calvin Pyle, (AG) Ag Management
Tyne Rabourn, (BE) Business and Personal Law
Donna Robart, (BE) Business Communications
Mary Kay Robinson, (FACS) Custom Sewing; Industrial Sewing; Fashion Merchandising
Paul Santaularia, (IE) Culinary Arts
Sam Schulte, (IE) Auto Collision Technology
Amy Schupp, (BE) Mathematics in Business
James Scott, (IE) Commercial Art
Pat See, (IE) Cosmetology
Linda Siess, (IE) Cosmetology
Garry Sloan, (IE) Building Maintenance
Brenda Smith, (FACS) Family/Consumer Resource Management
Mike Smith, (IE) Auto Collision Technology
Teresa Stark, (IE) Culinary Arts
Marie Toms, (BE) Business Technology
Carolyn Vargas, (BE) Introduction to Business
Peggy White, Communication Arts
Dean Whitlow, (IE) Industrial Maintenance
Gay Wieland, (FACS) Family and Consumer Sciences; Exploratory FACS
Del Winston, (IE) AC/Heating & Refrigeration
Rick Witt, (ME) Marketing Education

Key to codes:
AG = Agriculture Education, BE = Business Education, FACS = Family and Consumer Science Education, ME = Marketing Education, IE = Industrial Education, IE-HO = Health Occupations

Terms and Definitions

Like any other project, this one has its own language. Here's an explanation of the basic terms:

Framework: A state document that articulates benchmark statements for all grade ranges in six disciplines: communication arts, fine arts (comprised of dance, music, theatre and visual arts), health education/physical education, mathematics, science and social studies. Some disciplines address content statements (*to know*), others process statements (*to do*) and some do both. By examining the three-column landscape layout of each discipline, you can tell if there is a direct correlation between a *to know* and a *to do* statement (e.g., communication arts). The benchmark lists *to know* statements in the far left column, *to do* statements in the middle and offers sample activities in the far right column.

Outstanding Schools Act: This is the law that announced Missouri's Show-Me Standards and set the process in motion for creating the framework. The Act promotes higher standards in students' knowledge and performance.

Show-Me Standards: The Standards define what all Missouri students should know and be able to do upon graduation. It is divided into four performance goals and six knowledge standards. Because these Standards (73 total) have the force of law, all school districts must incorporate them into their curriculum.

Strand: Strands are general statements, written in Roman numerals, that organize each discipline within the framework (e.g., Problem Solving, Communication, Reasoning, Connections, etc.)

Competency List (August 5, 1997)

Agricultural Education

1. Adv. Crop Production
Adv. Livestock Production
Agribusiness
2. Agricultural Construction
3. Agricultural Machinery
4. Agricultural Management and Economics
5. Agricultural Marketing
6. Agricultural Power I
7. Agricultural Power II
8. Agricultural Science I
9. Agricultural Science I Supplement
10. Agricultural Science II
11. Agricultural Structures I
12. Agricultural Structures II
13. Animal Science
14. Fish and Wildlife Mgmt.
15. Floristry
16. Forest Mgmt.
17. Food Science and Technology
18. Greenhouse Operation and Mgmt.
19. Horticulture
20. Landscaping and Turf Mgmt.
* Leadership I and II
* Leadership and Personal Development for Advanced Students
21. Processing and Marketing Forest Products
* SAE (Supervised Agri. Experience) Program

Business Education

22. Accounting I
23. Accounting II
24. Business and Personal Law
25. Business Communications
26. Business Economics
27. Business Management
28. Business Technology
29. Computer Business Applications
★ Computer Programming
30. International Business
31. Introduction to Business
32. Keyboarding and Keyboard Applications
33. Mathematics in Business

Family and Consumer Sciences Education

34. Child Care Provider/Assistant
35. Child Development, Care and Guidance
36. Clothing and Textiles, Intermediate
37. Clothing and Textiles, Advanced
38. Contemporary Living
39. Core Employment Skills
40. Custom Sewing
41. Exploratory FACS
* FACS Leadership, Change, Careers
42. Family and Consumer Sciences
43. Family/Consumer Resource Management
44. Family/Individual Health
45. Family Living and Parenthood
46. Fashion/Fabric Consultant
★ Food and Nutrition - Interm. and Adv.
47. Food Service Worker
★ Home Ec I and II
★ Home Management
48. Housing, Home Furnishings and Equipment
49. Industrial Sewing
50. Nutrition and Wellness

Industrial Education

51. AC, Heating and Refrigeration
52. Auto Technology
53. Auto Collision Technology
54. Building Maintenance
55. Cabinetmaking
56. Carpentry
57. Commercial Art
58. Cosmetology
59. Culinary Arts
60. Diesel Mechanic
61. Drafting
62. Electrical Trades
63. Electronics
64. Graphic Communications/Printing
65. Industrial Maintenance
* Leadership (VICA)
66. Machine Tool Technology
67. Masonry
68. Plumbing
69. Small Engines
70. Welding

Health Occupations

Administrative Med. Asst.
71. Dental Aide
72. Health Care Assistant (core competencies)
73. Nurse Assistant/Aide
Pharmacy Aide
Physical Therapist Aide
Practical Nursing

Marketing Education

Cooperative Vocational Education
Entrepreneurship
Free Enterprise Economics
74. Marketing Education
Supervisory Management

★ = Obsolete

= By design, not included in crosswalk/database project

* = "Across-the-board" competencies

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NOTE: The code in parentheses is the competency identification number used in computerized management systems.

Dental Aide

Cross-Reference to Show-Me Standards (mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
A.1: Function as a team member. (A001)		2.3: Exchange information, questions and ideas while recognizing the perspectives of others 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
A.2: Maintain personal hygiene. (A002)	HP.1: structures of, functions of, and relationships among human body systems HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)	4.8: Explore, prepare for and seek educational and job opportunities
A.3: Maintain oral hygiene. (A003)	HP.1: structures of, functions of, and relationships among human body systems	4.8: Explore, prepare for and seek educational and job opportunities
A.4: Maintain patient confidentiality. (A004)		4.4: Recognize and practice honesty and integrity in academic work and in the workplace
B.1: Perform general office procedures. (B001)	CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 4.8: Explore, prepare for and seek educational and job opportunities
B.2: Follow office etiquette. (B002)	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)	4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.8: Explore, prepare for and seek educational and job opportunities
B.3: Demonstrate proper telephone techniques. (B003)	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)	4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.8: Explore, prepare for and seek educational and job opportunities
B.4: Record phone messages. (B004)	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)	2.2: Review and revise communications to improve accuracy and clarity 4.8: Explore, prepare for and seek educational and job opportunities
B.5: File patient charts alphabetically. (B005)		2.6: Apply communication techniques to the job search and to the workplace 4.8: Explore, prepare for and seek educational and job opportunities
B.6: Communicate effectively with patient. (B006)	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.7: identifying and evaluating relationships between language and culture	2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 4.8: Explore, prepare for and seek educational and job opportunities
B.7: Manage the special patient. (B007)	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)	3.6: Examine problems and proposed solutions from multiple perspectives 4.8: Explore, prepare for and seek educational and job opportunities
B.8: Communicate effectively with team members. (B008)	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)	2.3: Exchange information, questions and ideas while recognizing the perspectives of others 3.6: Examine problems and proposed solutions from multiple perspectives 4.8: Explore, prepare for and seek educational and job opportunities
C.1: Demonstrate infection control techniques. (C001)	HP.3: diseases and methods for prevention, treatment and control	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

KEY: * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

Competency Profile Date: 1995

Dental Aide

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
C.2: Wash hands. (C002)		1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
C.3: Don and remove gloves. (C003)		1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
C.4: Don and remove mask. (C004)		1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
C.5: Don and remove gown. (C005)		1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
C.6: Process and sterilize instruments to specifications of the dental clinical site. (C006)		1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
C.7: Bag instruments. (C007)		1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
C.8: Wrap instruments. (C008)		1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
C.9: Decontaminate the operatory. (C009)		1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
C.10: Follow regulatory guidelines established by OSHA Bloodborne Pathogens Standard. (C010)		1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
C.11: Follow regulatory guidelines established by OSHA Hazard Communication Standard. (C011)		1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

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Competency Profile Date: 1995

Dental Aide

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
D.1: Identify teeth in oral cavity and on dental charts. (D001)	HP.1: structures of, functions of, and relationships among human body systems	1.4: Use technological tools and other resources to locate, select and organize information 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
D.2: Identify parts and tissues of a tooth. (D002)	HP.1: structures of, functions of, and relationships among human body systems	1.4: Use technological tools and other resources to locate, select and organize information 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
D.3: Identify tooth surfaces. (D003)	HP.1: structures of, functions of, and relationships among human body systems	1.4: Use technological tools and other resources to locate, select and organize information 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
D.4: Distinguish between primary and permanent teeth. (D004)	HP.1: structures of, functions of, and relationships among human body systems	1.4: Use technological tools and other resources to locate, select and organize information 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
D.5: Demonstrate brushing and flossing techniques. (D005)	HP.3: diseases and methods for prevention, treatment and control	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
E.1: Identify dental instruments and equipment. (E001)		1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.6: Apply communication techniques to the job search and to the workplace
E.2: Seat the dental patient in preparation for treatment or examination. (E002)		1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.6: Apply communication techniques to the job search and to the workplace
E.3: Dismiss the dental patient after a treatment or examination. (E003)		1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.6: Apply communication techniques to the job search and to the workplace
E.4: Prepare a tray for basic setup. (E004)	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)	4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities
E.5: Prepare a tray for amalgam restoration. (E005)	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)	4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities
E.6: Prepare a tray for composite restoration. (E006)	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)	4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities
E.7: Prepare a tray for local anesthesia. (E007)	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spe	4.7: Identify and apply practices that preserve and enhance the safety and health of self

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Dental Aide

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	ling, capitalization)	and others 4.8: Explore, prepare for and seek educational and job opportunities
E.8: Prepare the tray setup for a forceps extraction. (E008)	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)	4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities
E.9: Prepare the tray setup for placement of sutures. (E009)	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)	4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities
F.1: Follow the "Cardinal Rule" for protecting yourself from radiation exposure. (F001)	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)	4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities
F.2: Prepare the darkroom for developing radiographs (F002)	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)	4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities
F.3: Process radiographs manually. (F003)	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)	4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities
F.4: Process radiographs in an automatic processor. (F004)	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)	4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities
F.5: Mount a Complete Radiographic Survey (CRS). (F005)	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)	4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities
F.6: Follow infection control techniques during dental radiography procedures. (F006)	HP.3: diseases and methods for prevention, treatment and control	4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities
G.1: Identify cleanup procedures to be followed in the lab. (G001)	HP.3: diseases and methods for prevention, treatment and control	4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities
G.2: Identify basic lab equipment and their functions. (G002)	HP.3: diseases and methods for prevention, treatment and control	4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities
G.3: Follow safety precautions when working around lab equipment. (G003)		4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

Dental Aide

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		4.8: Explore, prepare for and seek educational and job opportunities
G.4: Take alginate impression. (G004)		4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
		4.8: Explore, prepare for and seek educational and job opportunities
G.5: Pour alginate impression. (G005)		4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
		4.8: Explore, prepare for and seek educational and job opportunities

NOTE: The code in parentheses is the competency identification number used in computerized management systems.

Health Care Assistant

Cross-Reference to Show-Me Standards (mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
A.1: Describe the characteristics and issues in the health care industry. (A001)	HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.6: relationships of the individual and groups to institutions and cultural traditions	1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 3.1: Identify problems and define their scope and elements 3.5: Reason inductively from a set of specific facts and deductively from general premises
A.2: Demonstrate qualities and traits of health care assistants. (A002)	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.6: participating in formal and informal presentations and discussions of issues and ideas CA.7: identifying and evaluating relationships between language and culture HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.4: principles of movement and physical fitness SC.2: properties and principles of force and motion	1.2: Conduct research to answer questions and evaluate information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.7: Evaluate the extent to which a strategy addresses the problem
A.3: Apply the ethical and legal standards of the health care industry. (A003)	CA.7: identifying and evaluating relationships between language and culture HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) SS.6: relationships of the individual and groups to institutions and cultural traditions	1.6: Discover and evaluate patterns and relationships in information, ideas and structures 3.6: Examine problems and proposed solutions from multiple perspectives 4.3: Analyze the duties and responsibilities of individuals in societies
A.4: Identify health care career opportunities. (A004)	SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 3.1: Identify problems and define their scope and elements 4.8: Explore, prepare for and seek educational and job opportunities
B.1: Communicate effectively with clients, co-workers, and the public. (B001)	CA.7: identifying and evaluating relationships between language and culture	2.3: Exchange information, questions and ideas while recognizing the perspectives of others
B.2: Chart procedures and observations. (B002)	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)	2.2: Review and revise communications to improve accuracy and clarity

Health Care Assistant

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	CA.7: identifying and evaluating relationships between language and culture	
B.3: Utilize medical terminology. (B003)	CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.7: identifying and evaluating relationships between language and culture	2.2: Review and revise communications to improve accuracy and clarity
B.4: Convert U.S. customary measurements to metric measurements. (B004)	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 3.2: Develop and apply strategies based on ways others have prevented or solved problems
C.1: Maintain safe environment for clients, workers, and public. (C001)	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control HP.4: principles of movement and physical fitness SC.2: properties and principles of force and motion	1.2: Conduct research to answer questions and evaluate information and ideas 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.6: Examine problems and proposed solutions from multiple perspectives
C.2: Use appropriate body mechanics. (C002)		
C.3: Follow emergency procedures for fire and other disasters. (C003)		
D.1: Describe growth and control of microorganisms. (D001)	HP.3: diseases and methods for prevention, treatment and control SC.3: characteristics and interactions of living organisms	1.4: Use technological tools and other resources to locate, select and organize information 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States
D.2: Practice medical aseptic techniques. (D002)	HP.3: diseases and methods for prevention, treatment and control SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)	
D.3: Practice techniques for prevention and control of communicable diseases. (D003)	HP.3: diseases and methods for prevention, treatment and control SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)	
E.1: Describe the body anatomically. (E001)	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)	1.5: Comprehend and evaluate written, visual and oral presentations and works
E.2: Explain the organizational structure of the body from the simple to the complex. (E002)	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)	1.5: Comprehend and evaluate written, visual and oral presentations and works

Health Care Assistant

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
E.3: Identify the structure of the skin and its appendages. (E003)	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)	1.5: Comprehend and evaluate written, visual and oral presentations and works
E.4: Explain the functions of the skin and its appendages. (E004)	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) HP.1: structures of, functions of, and relationships among human body systems	1.5: Comprehend and evaluate written, visual and oral presentations and works
E.5: Identify the structures of the digestive system. (E005)	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)	1.5: Comprehend and evaluate written, visual and oral presentations and works
E.6: Explain the functions of the digestive system. (E006)	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)	1.5: Comprehend and evaluate written, visual and oral presentations and works
E.7: Describe nutrition and its relationship to good health. (E007)	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)	1.5: Comprehend and evaluate written, visual and oral presentations and works
E.8: Identify the structures of the musculoskeletal system. (E008)	HP.4: principles of movement and physical fitness	1.6: Discover and evaluate patterns and relationships in information, ideas and structures 3.5: Reason inductively from a set of specific facts and deductively from general premises
E.9: Explain the functions of the musculoskeletal system. (E009)	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)	
E.10: Identify the structures of the cardiovascular system. (E010)	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)	1.6: Discover and evaluate patterns and relationships in information, ideas and structures
E.11: Explain the functions of the cardiovascular system. (E011)	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) HP.1: structures of, functions of, and relationships among human body systems	1.6: Discover and evaluate patterns and relationships in information, ideas and structures
E.12: Identify the structures of the respiratory system. (E012)	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)	1.6: Discover and evaluate patterns and relationships in information, ideas and structures

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Health Care Assistant

Cross-Reference to Show-Me Standards (mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
E.13: Explain the functions of the respiratory system. (E013)	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) HP.1: structures of, functions of, and relationships among human body systems	1.6: Discover and evaluate patterns and relationships in information, ideas and structures
E.14: Identify the structures of the nervous system. (E014)	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)	1.6: Discover and evaluate patterns and relationships in information, ideas and structures
E.15: Explain the functions of the nervous system. (E015)	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) HP.1: structures of, functions of, and relationships among human body systems	1.6: Discover and evaluate patterns and relationships in information, ideas and structures
E.16: Identify the structures of the sensory system. (E016)	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)	1.6: Discover and evaluate patterns and relationships in information, ideas and structures
E.17: Explain the functions of the sensory system. (E017)	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) HP.1: structures of, functions of, and relationships among human body systems	1.6: Discover and evaluate patterns and relationships in information, ideas and structures
E.18: Identify the structures of the endocrine system. (E018)	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)	1.6: Discover and evaluate patterns and relationships in information, ideas and structures
E.19: Explain the functions of the endocrine system. (E019)	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) HP.1: structures of, functions of, and relationships among human body systems	1.6: Discover and evaluate patterns and relationships in information, ideas and structures
E.20: Identify the structures of the urinary system. (E020)	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)	1.6: Discover and evaluate patterns and relationships in information, ideas and structures
E.21: Explain the functions of the urinary system. (E021)	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) HP.1: structures of, functions of, and relationships among human body systems	1.6: Discover and evaluate patterns and relationships in information, ideas and structures

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Health Care Assistant

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
E.22: Identify the structures of the reproductive system. (E022)	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)	1.6: Discover and evaluate patterns and relationships in information, ideas and structures
E.23: Explain the functions of the reproductive system. (E023)	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) HP.1: structures of, functions of, and relationships among human body systems	1.6: Discover and evaluate patterns and relationships in information, ideas and structures
F.1: Identify the physical, mental, and social changes that occur at different stages of life. (F001)	SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas
F.2: Identify basic human needs. (F002)	SS.3: principles and processes of governance systems SS.6: relationships of the individual and groups to institutions and cultural traditions	1.5: Comprehend and evaluate written, visual and oral presentations and works 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
F.3: Assist the dying client in meeting his/her psychological, spiritual, and physical needs. (F003)	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)	2.3: Exchange information, questions and ideas while recognizing the perspectives of others
F.4: Incorporate acceptable techniques when caring for the confused client. (F004)	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) SS.6: relationships of the individual and groups to institutions and cultural traditions	1.5: Comprehend and evaluate written, visual and oral presentations and works
G.1: Measure vital signs (temperature, pulse, respirations, and blood pressure). (G001)	SC.8: impact of science, technology and human activity on resources and the environment	1.2: Conduct research to answer questions and evaluate information and ideas 4.1: Explain reasoning and identify information used to support decisions
G.2: Administer cardiopulmonary resuscitation (CPR) techniques and Heimlich maneuver. (G002)	HP.7: responses to emergency situations	3.1: Identify problems and define their scope and elements
G.3: Identify special considerations related to oxygen therapy. (G003)	HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	1.5: Comprehend and evaluate written, visual and oral presentations and works 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems

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Nurse Assistant/Aide

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
A.1: Give postmortem care.	CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)	1.5: Comprehend and evaluate written, visual and oral presentations and works
B.1: Clear airway obstruction in conscious resident.	HP.7: responses to emergency situations	1.5: Comprehend and evaluate written, visual and oral presentations and works
B.2: Clear airway obstruction in unconscious resident.	HP.7: responses to emergency situations	1.5: Comprehend and evaluate written, visual and oral presentations and works
B.3: Wash hands.	HP.3: diseases and methods for prevention, treatment and control	1.2: Conduct research to answer questions and evaluate information and ideas
B.4: Don and remove nonsterile gloves.	HP.3: diseases and methods for prevention, treatment and control	1.5: Comprehend and evaluate written, visual and oral presentations and works 3.2: Develop and apply strategies based on ways others have prevented or solved problems
B.5: Don and remove mask.	HP.3: diseases and methods for prevention, treatment and control	1.5: Comprehend and evaluate written, visual and oral presentations and works 3.2: Develop and apply strategies based on ways others have prevented or solved problems
B.6: Don and remove isolation gown.	HP.3: diseases and methods for prevention, treatment and control	1.5: Comprehend and evaluate written, visual and oral presentations and works 3.2: Develop and apply strategies based on ways others have prevented or solved problems
C.1: Feed helpless resident.	HP.3: diseases and methods for prevention, treatment and control	1.5: Comprehend and evaluate written, visual and oral presentations and works 3.2: Develop and apply strategies based on ways others have prevented or solved problems
C.2: Distribute drinking water.	HP.3: diseases and methods for prevention, treatment and control	1.5: Comprehend and evaluate written, visual and oral presentations and works
C.3: Measure fluid intake.		3.2: Develop and apply strategies based on ways others have prevented or solved problems
D.1: Shave resident with safety razor.		
D.2: Shave resident with electric razor.		
D.3: Assist with oral hygiene		
D.4: Administer oral hygiene to the helpless/unconscious resident.		
D.5: Provide denture care.		
D.6: Give fingernail care.		
D.7: Give toenail care.		
D.8: Comb/brush resident's hair.		
D.9: Give shampoo during tub bath/shower bath.		
D.10: Give bed shampoo.		
D.11: Give perineal care for the male resident.		

Nurse Assistant/Aide

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
D.12: Give perineal care for the female resident.		
D.13: Assist resident to dress.		
D.14: Assist resident to undress.		
D.15: Give complete bed bath.		
D.16: Give tub bath.		
D.17: Give shower bath.		
D.18: Give backrub.		
D.19: Make unoccupied bed.		
D.20: Make occupied bed.		
E.1: Give peri care with catheter.		
E.2: Change drainage bag.		
E.3: Assist resident in using urinal.		
E.4: Assist resident in using bedpan.		
E.5: Collect routine urine specimen.		
E.6: Administer unmedicated enema.		
F.1: Move/assist resident to head of bed.	HP.4: principles of movement and physical fitness	1.6: Discover and evaluate patterns and relationships in information, ideas and structures
F.2: Move helpless resident to head of bed.	HP.4: principles of movement and physical fitness	1.6: Discover and evaluate patterns and relationships in information, ideas and structures
F.3: Move resident to one side of the bed.	HP.4: principles of movement and physical fitness	1.6: Discover and evaluate patterns and relationships in information, ideas and structures
F.4: Turn resident to side.	HP.4: principles of movement and physical fitness	1.6: Discover and evaluate patterns and relationships in information, ideas and structures
F.5: Turn resident to prone position.	HP.4: principles of movement and physical fitness	1.6: Discover and evaluate patterns and relationships in information, ideas and structures
F.6: Transfer resident from bed to chair.	HP.4: principles of movement and physical fitness	1.6: Discover and evaluate patterns and relationships in information, ideas and structures
F.7: Transfer resident from chair to bed.	HP.4: principles of movement and physical fitness	1.6: Discover and evaluate patterns and relationships in information, ideas and structures
F.8: Transfer resident with a mechanical lift.	HP.4: principles of movement and physical fitness	1.6: Discover and evaluate patterns and relationships in information, ideas and structures
F.9: Ambulate resident using gait belt.	HP.4: principles of movement and physical fitness	1.6: Discover and evaluate patterns and relationships in information, ideas and structures
F.10: Ambulate resident using walker.	HP.4: principles of movement and physical fitness	1.6: Discover and evaluate patterns and relationships in information, ideas and structures
F.11: Ambulate resident using cane.	HP.4: principles of movement and physical fitness	1.6: Discover and evaluate patterns and relationships in information, ideas and structures
F.12: Give range of motion exercises.	HP.4: principles of movement and physical fitness	1.6: Discover and evaluate patterns and relationships in information, ideas and structures
G.1: Take oral temperature.		3.2: Develop and apply strategies based on ways others have prevented or solved problems

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Nurse Assistant/Aide

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
G.2: Take rectal temperature.		3.2: Develop and apply strategies based on ways others have prevented or solved problems
G.3: Take axillary temperature.		3.2: Develop and apply strategies based on ways others have prevented or solved problems
G.4: Count radial pulse.		3.2: Develop and apply strategies based on ways others have prevented or solved problems
G.5: Count respirations.		3.2: Develop and apply strategies based on ways others have prevented or solved problems
G.6: Measure blood pressure.		3.2: Develop and apply strategies based on ways others have prevented or solved problems
G.7: Measure weight and height.		3.2: Develop and apply strategies based on ways others have prevented or solved problems
G.8: Apply warm, moist compress.		
G.9: Apply aquamatic K-pad.		
G.10: Apply warm water bottle.		
G.11: Apply ice bag/ice cap.		
G.12: Give decubitus care.		
H.1: Wears clean uniform, free of body odor		
H.2: Wears appropriate clothes and accessories.		
H.3: Observes RR.		
H.4: Reports to work on time.		
H.5: Uses facility's procedure for absenteeism.		
H.6: Completes assignments.		
H.7: Communicates well with others, is courteous.	CA.6: participating in formal and informal presentations and discussions of issues and ideas	2.6: Apply communication techniques to the job search and to the workplace
H.8: Incorporates acceptable techniques when caring for the confused resident.	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
H.9: Utilizes plan of care to meet resident's needs.		
H.10: Requests assistance when appropriate.		
H.11: Maintains a safe environment for resident/self.	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
H.12: Uses appropriate body mechanics.	HP.4: principles of movement and physical fitness	3.5: Reason inductively from a set of specific facts and deductively from general premises

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Nurse Assistant/Aide

Cross-Reference to Show-... . Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
H.13: Reports and records pertinent information to appropriate personnel.	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)	1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

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